OCTOBER
NOVEMBER
1968

OTR BULLETIN

SECRET CIA INTERNAL USE ONLY

OTR BULLETIN

Purpose

The purpose of the Office of Training Bulletin is:

(a) To provide Training Officers, Supervisors, Managerial personnel and others with information on training opportunities within and outside the Agency.

(b) To publish special articles dealing with education and training policy, philosophy, methods and techniques, and with training-related subjects of particular interest.

(c) To provide specific procedural and organizational information for Training Officers and Assistants.

(d) To promote interest in education and training as an aid in achieving Agency goals.

Recommendations for improving this service may be directed in writing to the Registrar, OTR, 1000 North Glebe Road, or by telephone

IN THIS ISSUE:

Current OTR Directory listing
names, room and telephone numbers
of Chiefs of Schools and Staffs,
Instructors, and certain Administrative
Personnel appears on page 15 and 16.

Some suggestions for Planning for
Retirement start on page 17.

Conclusions from experiments on
programmed learning in audio-lingual
language courses begin on page 7.

Final article in the series on training
of Federal employees starts on page 11.

CONTENTS

BULLETIN

BOARD

DESCRIPTIONS OF OTR COURSES

The Office of Training plans to discontinue publishing the OTR Course descriptions in each issue of the OTR Bulletin. Instead, these descriptions will be carried in the semi-annual Schedule of Courses.

LANGUAGE TRAINING

Component Training Officers have copies of the June-July 1968 OTR Bulletin which have the detailed explanation of the procedures for requesting internal language training. They can offer assistance in preparing the necessary forms.

NEW PAI MATERIALS

The following programmed instruction materials have been added recently to the Instructional Systems Study library.

1. Principles of Selective Listening, Argyle Publishing Company. Average time for completion of the program: 3 hours.

2. How to Use the Business Telephone, Argyle Publishing Company. Average time for completion of the program: 2 hours

3. How to Say What You Mean (clear and concise writing), American Management Association. Average time for completion of the program: 5 hours.

These programs may be reviewed in Room 839, 1000 North Glebe Road. For further information, call

25X1

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CLERICAL
TRAINING
AND
TESTING

COURSES

OTR's refresher courses in typewriting and shorthand will be given:

14 October - 8 November
18 November - 13 December

Before taking either course, or both, an employee is required to take a preliminary test or tests given by the Clerical Training Faculty (CTF). The results are used to determine the level of the course the employee should take. These tests are given on Wednesday, typewriting at 9:30 a.m. and shorthand at 10:30 a.m. Dates for the preliminary tests in the above courses are:

9 October
13 November

Submission of a Form 73 to AIB/RS for refresher training is all that is required to initiate testing. Training Officers are notified directly by CTF as to time and place to report.

QUALIFICATION TESTS

The CTF gives the Agency's tests in typewriting and shorthand to employees who want to qualify as typists and stenographers. Training Officers or Personnel Officers must arrange registration directly with CTF, _____ before 5 p.m. the Thursday immediately preceding the desired Monday testing. Qualification tests in both typewriting and shorthand are given on the same morning, typewriting at 9 a.m. and shorthand at 10:30 a.m. CTF notifies Training Officers or Personnel Officers of the results of the tests.

25X1

Tests will be given on: 7 October, 21 October, 12 November, 2 December, 16 December

Applicants report to Room 416, Ames Building.

LANGUAGE
PROFICIENCY
TESTING

Language proficiency tests are conducted by the OTR Language School to maintain a current inventory of the Agency's language capabilities. The following schedule is for the use of employees who have an untested claim still on the record, and for those whose previously tested proficiency is over three years old, in accordance with the Agency's Language Policy

25X1A

25X1A

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Training Officers should arrange tests for employees by contacting the Language School,

Tests at Headquarters may be scheduled on the following dates:

French:
October 1, 4, 8, 11, 15, 18, 22, 25, 29
November 1, 5, 8, 12, 15, 19, 22, 26
December 3, 6, 10, 13, 17, 20

German:
October 4, 11, 18, 25
November 1, 8, 15, 22
December 6, 13, 20

Spanish
October 1, 8, 15, 22, 29
November 5, 12, 19, 26
December 3, 10, 17

Spanish tests are offered on a space available basis at Arlington Towers on the following dates:

October 3, 10, 17, 24, 31
November 7, 14, 21
December 5, 12, 19

Tests in all other languages are by arrangement.

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OTR CALENDAR

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Administrative Procedures	7 - 11 Oct, 21 - 25 Oct
ADP Orientation	1 - 3 Oct

25X1C

Chiefs of Station Seminar	7 - 18 Oct
China Familiarization	28 Oct - 1 Nov
Clerical Refresher	14 Oct - 8 Nov
CS Records I	21 - 25 Oct
CS Records II	28 Oct - 1 Nov
Counterintelligence Familiarization	7 - 16 Oct

25X1A

Information Reports Familiarization	7 - 11 Oct, 21 - 25 Oct
Intelligence Briefing	7 - 30 Oct
Intelligence Production	7 Oct - 6 Dec
Introduction to Communism	14 - 25 Oct
Introduction to Intelligence	28 Oct - 8 Nov
Introduction to Map Reading & Imagery Analysis	28 Oct - 15 Nov
Midcareer Executive Development	13 Oct - 22 Nov
Operations, Phase I	7 Oct - 17 Jan 69
Orientation for Overseas	1 - 2 Oct
Senior Management Seminar (Planning)	20 - 25 Oct
Supervision	28 Oct - 1 Nov
Support Services (for CTs)	7 Oct - 15 Nov
Support Services Review: Trends & Highlights	15 - 18 Oct
Systems Development Process (Brandon)	15 - 17 Oct
Vietnam Area	14 - 18 Oct

25X1C

Vietnam Station Orientation	22 - 24 Oct
Writing Workshop (Basic) (for NPIC)	7 - 25 Oct

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Administrative Procedures	18 - 22 Nov
ADP Orientation	12 - 14 Nov
Challenge of Worldwide Communism	18 Nov - 6 Dec
Clerical Refresher	18 Nov - 13 Dec
Counterintelligence Operations	25 Nov - 6 Dec
CS Records I (for CTs)	19 Nov
CS Records II (for CTs)	20 - 27 Nov
CS Records III	4 - 5 Nov
CS Review	4 - 15 Nov
Field Finance and Logistics	18 Nov - 6 Dec
Information Reporting, Reports, & Requirements	4 - 22 Nov
Intelligence Techniques	18 Nov - 6 Dec
Managerial Grid	17 - 22 Nov

25X1C

	4 - 22 Nov
Orientation to Intelligence (for CTs)	14 - 27 Nov
Orientation for Overseas	5 - 6 Nov
	26 - 27 Nov
Soviet Bloc Operations	12 - 22 Nov
Conference Techniques (For NPIC)	13 Nov - 5 Feb 69

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Administrative Procedures	16 - 20 Dec
ADP Orientation	17 - 19 Dec
Advanced Management (Planning)	8 - 13 Dec
Challenge of Worldwide Communism	2 - 20 Dec
Counterintelligence Familiarization	9 - 18 Dec
CS Records I	2 - 6 Dec
CS Records II	9 - 13 Dec
CS Records III	16 - 17 Dec
Information Reports Familiarization	2 - 6 Dec
	9 - 13 Dec
Intelligence Review	2 - 13 Dec
Management	2 - 6 Dec
25X1 ☐	1 - 4 Dec
Operations Support	2 - 20 Dec
Support Services Review: Trends & Highlights	3 - 6 Dec
Systems Development Process (Brandon)	10 - 12 Dec
Vietnam Area	2 - 6 Dec
25X1 ☐	16 - 19 Dec
Vietnam Station Orientation	10 - 12 Dec

FOREIGN LANGUAGE LEARNING THROUGH PAI

Recent experiments at the University of Akron and Indiana University on the effectiveness of programmed learning in an audio-lingual language course were reported in the March 1968 issue of the NEA Journal. In both cases the conclusion was that a completely self-instructional program, without a teacher, is not feasible. Instruction that is totally programmed seems productive only in cases where very slight behavior changes are sought.

Live teaching and programmed instruction can be complementary, however, as shown by the partial programming developed at Indiana University. Programmed instruction proved most useful in modules at early levels for teaching specific features of pronunciation, grammar, or vocabulary, and for correcting pronunciation and developing smoothness of speech. It can be used for routine drill, with the teacher providing situations and opportunities for the student to transfer structure and vocabulary learned and practiced in the laboratory to natural communication in which he adjusts to the unpredictability of another person's responses.

Other favorable results in a comparison at the University of Akron between an experimental group (using a self-instructional course in a language laboratory) and a control group (taught under traditional classroom conditions) were:

    a. A smaller percentage of students dropped the experimental course.

    b. Low-aptitude students who completed the course did well.

c. A greater percentage from the experimental
group than from the control group continued in
and completed their second-year of a foriegn
language.

d. All students of the experimental group
attained exceptional accuracy in pronunciation.

e. Generally, the experimental group did as well
as the control group, and significantly better in
their mastery of the spoken language and in their
variety and accuracy of grammatical structures.

f. At the end of the second year, students from
the experimental group had maintained their
standing in respect to the students from the
control group.

g. Low-aptitude students achieved results that
compared well with those of more gifted colleagues.

CIA's Vietnamese Course

These findings support CIA's preference for Program
Assisted Instruction, rather than programmed instruction
alone. Program Assisted Instruction is used in conjunction
with conventionally taught courses, with a teacher who is
regularly if not constantly in attendance. (See OTR
Bulletin, December 1966.)

Program Assisted Instruction was the method used by
the American Institutes for Research to program the second,
third, and fourth weeks of the CIA Language School's 26-week
Vietnamese course. The first week of the course is devoted
exclusively to phonology and the materials previously used
for this instruction have been replaced by a Program
Assisted Instruction unit developed in-house. The second,
third, and fourth weeks include most fundamental grammar
and a large percentage of basic vocabulary. Mastery of
these three weeks of instruction permits trainees to conduct
rudimentary but effective conversation with native speakers,
and trainees are not as affected by variations in instructor
competence in subsequent instruction. In these three weeks,
the principal source of instruction is the self-study

laboratory, with the classroom serving a secondary role.
Among other reasons, a completely self-instructional
approach was rejected because (1) without a teacher,
the burden of evaluating the correctness of a response falls
entirely upon the trainee, and considerable training time
is required to teach this technique; (2) the classroom
provides opportunities for class members to interact in
conversation naturally.

There are six instructional hours each day -- four
hours of self-instructional laboratory work and two hours
of classroom sessions. A typical morning begins with a
laboratory session, is followed by a classroom period, and
then another laboratory session. The afternoon schedule
is identical except that the final language laboratory period
is planned as a review and self-test of that day's learning.
The last afternoon of each week consists of a review, test,
and conference session.

New content is introduced in the language laboratory
rather than in the classroom, using Study Guides and
recorded tapes; this insures uniform instruction in every
case. Exercises and drills in the Study Guides vary
considerably, and consist of such things as lists of phrases,
dialogues, stories, sentences to translate, crossword
puzzles, fill-in exercises, word games (see example), and
pronunciation drills. Detailed instructor guides describe
exactly the activities the students are to undertake during
sessions led by the instructor and specify explicitly the
way in which the sessions should be conducted. Classroom
learning is limited to practice and interaction based solely
on content already presented in the language laboratory
by the programmed materials. Thus a native speaker who
may not be trained as an instructor can conduct an effective
and efficient class.

The PAI units have proved to be very effective. Seven
of eight Agency students in a test group scored 90 percent
or better on the final examination, and the eighth student
scored 76.6 percent. Since then seven of seven students
in regular classes have scored 90 percent or better. Much
of the success of these units has been attributed to the use
of ample and varied content, to frequent opportunities for
the student to respond and experience success, and to

the encouragement of student efforts to communicate
even though using limited vocabulary and structure. As
a result, students have commented that the PAI units
have not bored them at all; on the contrary, they have
found the units very interesting to use.

The PAI units are now used regularly in Vietnamese
courses conducted by the Language School. Program
Assisted Instruction is also used in brief portions of
some other language courses and will continue to be
introduced into language training as suitable programs
can be developed or become available commercially.

Word Game

This game depends on your ability to interpret the Vietnamese word into
English.

The words to be interpreted are in the left-hand column. Print the
English in the blocks at the right. For example, the meaning of hình is
picture.

The circled letters in descending order are to be inserted, in the circles
marked ANSWER, from left to right.

Then translate the English word in the circles to Vietnamese in the square
at the right. These are difficult words, so you may have to look them
up.

| hình | P | I | C | T | U | R | E |

dất

hay

rẻ

đem

me

bức thư

giáo sư

đường

nghe

...from Day 4, Hour D, Segment 3.
Word games such as this one were
used to add variety to the usual
drills. In this case the game
substitutes for simply writing
out word translations. Notice
that the student is told he is
permitted to review, allowing
even the least capable student
to arrive at the correct answer
without experiencing real failure.

ANSWER: ○○○○○○○○○

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up.

hình	P I (C) T U R E
dắt	
hay	
rẻ?	
đem	
me	
bức thư	
giáo sư	
đường	
nghe	

...from Day 4, Hour D, Segment 3.
Word games such as this one were
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that the student is told he is
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ANSWER: ○○○○○○○○

TRAINING UNDER GETA

PROGRESS REPORT

This is the third in a series of articles published in this Bulletin concerning the training of Federal employees. While a Presidential Task Force on Career Advancement was examining the subject of training in the Federal Government, the Sub-Committee on Manpower and Civil Service of the House Committee on Post Office and Civil Service was taking a hard look at the progress that had been made under the Government Employees Training Act (GETA) of 1958. The report of the findings of this group is known as the Henderson Report and was submitted in June 1967.

The objectives of the review were to determine (1) the overall cost of training; (2) recent trends in training programs; (3) the number and levels of employees who have received training; (4) the types of training employees have received; (5) where Federal funds for non-Government training are being spent; and (6) whether there is a need for changes in the existing Training Act.

A portion of the Committees findings follow:

Training Costs

About 77 percent of expenditures were for training programs developed and conducted by departments and agencies for their own employees (in-house training). About 20 percent were for training through non-Government facilities and the remaining 3 percent for training conducted by one Federal agency for employees of another agency (interagency training).

Training in the management and supervisory skills accounted for 23 percent of the total cost; professional-scientific training, 17 percent; training employees in the technical and operational aspects of the organizations'

programs, 31 percent; and training in a variety of miscellaneous skills, 29 percent.

Lack of cost accounting systems for determining training costs

Most Federal departments and agencies do not have adequate systems for determining and reporting accurate costs of training.

Federal training programs are increasing - Continued increase predicted

The number of employees trained has increased at the rate of about 10 percent per year since 1964 and a continued increase is predicted by the departments and agencies. Costs have correspondingly increased at a rate of about 5 percent per year, with continued increase expected. Training staffs (including clerical) have increased at the rate of about 1 1/2 percent per year, with corresponding increase in salaries, which totaled about $58 million in Fiscal Year 1966.

"Interagency" training activity appears low

Only about 5 percent of all the employees trained during Fiscal Year 1966 were trained through interagency training programs. It seems that a well planned and well coordinated training effort could possibly result in more activity in this area with possible resultant economies.

Inadequate monitoring of non-Government training sources

The agencies do very little to assure themselves that non-Government training is adequate except to rely upon statements of the trainees.

Trainee selection procedures good - Practices questionable

Written procedures and criteria for selecting employees to attend training courses are generally very good. However, in actual practice supervisors are apparently sending employees to training on a "hit or miss" basis without specific justifiable objectives in mind. In many instances employees are sent to training without a good understanding of the objectives of the training program.

About 7,000 academic degrees obtained substantially under the Training Act

Projection of the field installation data reflects that about 7,000 employees have received academic degrees (mostly graduate) with substantial financial assistance under the Training Act. Some of these may be inconsistent with the intent of the provisions of the act.

Types of training justified under Training Act need clarification

Interpretations of justifiable training vary. In an attempt to clarify the committee's position on this matter, five categories have been suggested: (1) to improve present performance; (2) for changes in technology, mission, and equipment; (3) to keep abreast of the state-of-the-art; (4) for future development; and (5) initial training for unavailable skills.

Departments and agencies not adequately evaluating training programs

Few agencies are adequately evaluating all phases of their training effort. Evaluation should begin with the training requirement and cover each step thereafter, including evaluation of performance after training.

Based upon its findings the Committee recommended inter alia that:

1. Departments and agencies should establish better cost systems for training.

2. The Civil Service Commission should develop a better overall reporting system to provide the Congress more meaningful information each year.

3. Departments and agencies should continue to develop and conduct training for their own employees when comparable training is not more economically available on a timely basis from other sources.

4. Departments and agencies, with Civil Service Commission leadership, should give greater consideration to allowing more employees from other agencies to participate in their training programs. Inter-agency training programs should be continued with increased emphasis on avoiding duplication wherever possible.

5. Training through non-Government sources should be more closely reviewed to assure that comparable training is not more economically available within the Government. Required non-Government training should be more closely monitored.

6. Local application of trainee selection procedures should be more closely monitored. Supervisors should be given more definite information on available training courses.

7. Further study should be made by the Civil Service Commission regarding Government financial assistance to employees in obtaining academic degrees.

8. The Civil Service Commission should devote more of its training resources to monitoring Federal training programs, evaluating effectiveness of training, providing more professional guidance and assistance to departments and agencies, and following up its regulations.

9. Departments and agencies should develop and implement more adequate programs to evaluate all phases of their training programs, with emphasis on trainee performance after training.

10. The Civil Service Commission should further review the effect of the current limitations on non-Government training and recommend to the Congress whether or not to continue these limitations.

The Committee also questioned whether or not the restrictions against providing training to employees in non-Government facilities until after they have had one year of continuous Federal service was working as intended in GETA. The Committee further questioned the provision that the time spent in training for any ten year period of Government service should not exceed one year. This has already been expanded by the Civil Service Commission to two years in ten for scientific and professional personnel.

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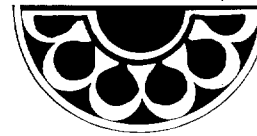
NOVEMBER

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

planning your

RETIREMENT

17

There is nothing new, strange or difficult about planning. It has been a part of the everyday routine for years. You plan what you will wear, what you will do, where you will go, what to buy and many times what to say or write. You plan for tomorrow, next week and for your vacations. Why not plan for your retirement? What's the difference?

When you retire, forty to fifty hours a week will be added to your leisure time; no longer just a vacation, but every week. That's at least 2,000 hours every year. If you are a reasonably healthy, reasonably intelligent human being, you don't really want to sit around all those hours with nothing to do. People aren't made that way: particularly people who have spent dozens of years in the professional world. Well, what are you going to do with those 2,000 hours? The time to start thinking about how they can bring you the most satisfaction and happiness is BEFORE your retirement.

Retirement can be the finest years of your life with wise planning and adjustment on your part. It can be something to look forward to -- a career you have designed for yourself when your time is your own, when you do things you always wanted to do but for which you could not find the time. Successful retirement calls for planning well in advance of the day you stop your employment. Good planning takes time. There is no set age to begin. Give thought to it now -- whatever your age.

Retirement means a change. It provides new challenges, freedoms, and opportunities. It is a crossroads where the turn may be more abrupt than you anticipated. Can you make it? Yes, but it takes thoughtful consideration.

To assist you in your planning, the Retirement Counseling and Placement Staff, Office of Personnel, will be holding a Retirement Information Seminar in November in the Headquarters Auditorium. This seminar, consisting of five sessions, will help you find answers to some of your questions. The first seminar was held in March 1968 and those who participated found it most helpful.

In November, the seminar will cover these topics:

Monday, 18 November 1968

9:30 - 12:00 Noon

Disengagement and the Meaning of Retirement

This will be a discussion of the planning required to make
your retirement happy and successful. It does not just
happen, it requires planning. We will talk about how your
abilities and interest might be turned to good account for
pay or pleasure. Begin now to anticipate your retirement.

Tuesday, 19 November 1968

9:30 - 12:00 Noon

Health in Later Years

A doctor will discuss the physical changes and problems
that usually come with age. The importance of exercise and
diet, and why you should take physical examinations after
retirement. Avoid boredom, take personal stock of yourself.

Housing

A decision to make -- Move or stay where you are! There will
be a discussion on planning where to live, factors to consider
such as, economic and climatic, and the importance of visiting
various areas and taking a good hard look at your future home.

Wednesday, 20 November 1968

9:30 - 12:00 Noon

Retirement Benefits

The benefits of the Organization and the Civil Service
Retirement Systems will be discussed. The importance of
retirement budgets, Federal Employee's Group Life Insurance,
medical and hospitalization insurance after retirement will
be included.

Wednesday, 20 November 1968 (continued)

Social Security Benefits

>This discussion will assist you to understand the retirement
>and medicare provisions of the Social Security Act.   Social
>Security credits including credits for military service,
>kinds of work covered, and family payments will be discussed.

>Thursday, 21 November 1968

>9:30 - 12:00 Noon

Financial Planning

>An investment broker will discuss the pros and cons involved
>in buying securities, the types of securities to buy as a
>retiree, and the importance of hedging against inflation in
>today's market. A bold and frank discussion on how to pick
>your broker is one of the highlights.

Legal Aspects of Retirement

>The purpose of this session is to assist participants to
>understand legal matters related to retirement such as, wills,
>estate planning, gifts, trusts, safe deposit boxes, title
>to property and kinds of ownership.   There are special tax
>provisions which will be of interest to annuitants.

>Friday, 22 November 1968

>9:30 - 12:00 Noon

Part-Time Employment and Second Careers

>This discussion will emphasize the things to do and things
>not to do in seeking further employment, the preparation of
>resumes and when to submit a resume, and the choosing of a
>job in semi-retirement that will bring you maximum satisfaction.

You may have questions or personal problems about retirement on
which you would like to have help.   Your Retirement Counselor in the
Retirement Counseling Branch will assist you and will suggest sources
of information that may be useful to you.   The Counselors can be
reached on extension

25X1

NON-AGENCY

TRAINING

This section of the <u>OTR Bulletin</u> contains information

on non-CIA courses or programs related to career develop-

ment of CIA employees. Attendance may be sponsored by

the Agency or it may be self-sponsored. The Training

Officer must be consulted on Agency-sponsored training.

For additional information on the courses outlined in

this section of the <u>OTR Bulletin</u> or on other external courses,

25X1   call AIB/RS/TR.⬚ For information on

25X1   registration, ⬚

Civil Service Commission courses and United States Department of Agriculture Graduate School Special Programs are listed below with their starting and ending dates, location, cost, and whenever possible, required GS Grade level. For course descriptions see your Training Officer or call

25X1

Civil Service Commission

Automatic Data Processing

ADVANCED SYSTEMS TECHNOLOGY
4 - 8 Nov
24 - 28 Mar   1900 E. Street, N.W. $160
   For Digital Computer Systems Analysts.

PRINCIPLES AND PRACTICES OF AUDITING IN THE ADP SYSTEMS
ENVIRONMENT
4 - 22 Nov
2 - 20 Dec
6 - 24 Jan
3 - 20 Feb   1900 E. Street, N.W. $160   GS-9 & above

SEMINAR ON ADP IN FINANCIAL MANAGEMENT
6 - 8 Nov   1900 E. Street, N.W. $120   GS-12 - 15

FIELD WORK PROGRAM IN ADP SYSTEMS ANALYSIS
27 Nov, 4, 11, 18 and
8, 15, 22, 29 Jan   1900 E. Street, N.W. $125   GS-9 & above

EXECUTIVE SEMINAR IN STATISTICAL SCIENCE FOR MANAGEMENT
14 - 15 Nov   1900 E. Street, N.W. $ 75   GS-15 & above

EXECUTIVE WORKSHOP IN ADP PROGRAMMING
18 - 20 Nov   1900 E. Street, N.W. $150   GS-15 & above

EXECUTIVE WORKSHOP IN ADP SYSTEMS ANALYSIS
18 - 20 Nov   1900 E. Street, N.W. $135   GS-15 & above

SEMINAR IN ADP MANAGEMENT AND ADMINISTRATION
19 - 21 Nov   1900 E. Street, N.W. $135
   See course description in annual Interagency Training Bulletin for
   eligibility.

Civil Service Commission (continued)

MANAGEMENT INTRODUCTION TO ADP
21 - 22 Nov
9 - 10 Jan   1900 E. Street, N.W. $ 50   GS-11 & above

SYSTEMS WORKSHOP FOR COMPUTER SPECIALISTS II ADVANCED
2 - 13 Dec   1900 E. Street, N.W. $150   GS-9 & above

SEMINAR ON ADP IN TECHNICAL INFORMATION SYSTEMS
4 - 6 Dec   1900 E. Street, N.W. $120   GS-9 & above

EXECUTIVE SEMINAR IN INTERAGENCY INFORMATION SYSTEMS
12 - 13 Dec   1900 E. Street, N.W. $ 90   GS-14 & above

SEMINAR ON ADP IN SUPPLY MANAGEMENT
16 - 18 Dec   1900 E. Street, N.W. $120   GS-11 & above

DECISION LOGIC TABLE WORKSHOP
14 - 16 Jan
11 - 13 Mar   1900 E. Street, N.W. $95   GS-9 & above

EXECUTIVE SEMINAR IN ADP
20 - 21 Jan   1900 E. Street, N.W. $ 90   GS-15 & above

SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMERS
27 - 31 Jan   1900 E. Street, N.W. $160
    For computer programmers and newly assigned analysts with
    programming experience.

EXECUTIVE SEMINAR IN MANAGEMENT INFORMATION THEORY
30 - 31 Jan   1900 E. Street, N.W. $ 90   GS-14 & above

EXECUTIVE SEMINAR IN OPERATIONS RESEARCH
3 - 4 Feb   1900 E. Street, N.W. $ 90   GS-14 & above

ADP SYSTEMS ANALYSIS SEMINAR
5 Feb - 26 Mar   1900 E. Street, N.W. $175   GS-9 & above

Civil Service Commission (continued)

TECHNIQUES AND METHODS OF OPERATIONS RESEARCH
5, 6, 12, 13 Feb   1900 E. Street, N.W. $150   GS-9 & above

EXECUTIVE SEMINAR IN MANAGEMENT REPORTING SYSTEMS
24 - 25 Feb   1900 E. Street, N.W. $ 90   GS-14 & above

SEMINAR ON ADP IN PERSONNEL MANAGEMENT
26 - 28 Feb   1900 E. Street, N.W. $120   GS-11 & above

APPLICATIONS OF OPERATIONS RESEARCH FOR EXECUTIVES
5, 12, 19, 26 Mar   1900 E. Street, N.W. $175   GS-14 & above

OPERATIONS RESEARCH ORIENTATION
24 - 26 Mar   1900 E. Street, N.W. $ 50   GS-9 & above

MATHEMATICS FOR MANAGERS
8 Apr - 17 Jun   1900 E. Street, N.W. $250   GS-14 & above

Financial Management and PPBS

QUARTERLY CONFERENCE FOR PPB
18 - 19 Nov   1900 E. Street, N.W. $160
    For working operating analysts.

INTRODUCTION TO SCIENTIFIC COST ANALYSIS
18 - 22 Nov   1900 E. Street, N.W. $145
    Open to Federal Staff and managers who require a working knowledge of
    cost analysis.

PPB SEMINAR
4 - 15 Nov   University of Maryland $300
    Two week residential. Consult Training Officer for eligibility
    requirements.

PPB GENERAL ORIENTATION
7 - 8 Nov
2 - 3 Dec   1900 E. Street, N.W. $ 50   GS-13 & above

MODELS FOR MANAGEMENT DECISIONS
25, 27 Nov
4, 11, 18 Dec   1900 E. Street, N.W. $250   GS-14 or 15

Civil Service Commission (continued)

COST/BENEFIT WORKSHOP
9 - 13 Dec   1900 E. Street, N.W. $165   GS-11 & above

PPB EXECUTIVE ORIENTATION
17 - 19 Dec   1900 E. Street, N.W. $ 75   GS-14 & above

FINANCE IN AGENCY MANAGEMENT
6 - 10 Jan
7 - 11 Apr   1900 E. Street, N.W. $100   GS-9 - 12

   Miscellaneous

EXECUTIVE SEMINAR IN STATISTICAL SCIENCE FOR MANAGEMENT
14 - 15 Nov   1900 E. Street, N.W. $ 75   GS-14 & above

EXECUTIVE SEMINAR IN RECRUITMENT
20 - 22 Nov   1900 E. Street, N.W. $ 85   GS-13 & above

INTRODUCTION TO SCIENCE AND ENGINEERING IN GOVERNMENT
2 Dec   1900 E. Street, N.W. $ 45   GS-5 - 11

MANAGEMENT INSTITUTE FOR SUPERVISORY SCIENTISTS AND
ENGINEERS
6 Jan   1900 E. Street, N.W. $100   GS-12 - 14

PSYCHOLOGY AND THE MANAGEMENT OF HUMAN RESOURCES
8 - 10 Jan   1900 E. Street, N.W. $ 85   GS-9 - 12

LEGISLATIVE OPERATIONS ROUNDTABLE FOR EXECUTIVES
27 - 31 Jan   1900 E. Street, N.W. $150   GS-14 & above

U.S. Department of Agriculture Graduate School

   Special Programs

   All classes are held at the U.S. Department of Agriculture on Saturday
mornings at 8:00 a.m. to 12:00 noon except where indicated.

BASIC CONCEPTS OF DATA PROCESSING
11 Jan - 22 Mar $ 75   High School
                                                                Graduate

U.S. Department of Agriculture (continued)

ADVANCED CONCEPTS OF DATA PROCESSING
11 Jan - 22 Mar $ 75

ADP SYSTEMS ANALYSIS AND DESIGN
11 Jan - 22 Mar $100

DEVELOPING ADP SPECIALISTS
11 Jan - 15 Feb $ 75   GS-12 & above

SOURCE DATA AUTOMATION
11 Jan - 15 Feb $ 75
 Prerequisites: Understanding of basic ADP systems and programming
 concepts.

INFORMATION STORAGE, RETRIEVAL & DISSEMINATION
11 Jan - 22 Mar $100
 Participants should have completed at least one year of ADP analysis
 experience.

ADP BUDGET AND FINANCE APPLICATIONS
11 Jan - 22 Mar $100
 Course is for those who have had training or experience in budget
 and finance operations.

TELEPROCESSING AND DATA COMMUNICATION SYSTEMS
11 Jan - 22 Mar $100
 Participants should have had at least one advanced data processing
 course or equivalent.

ADP DOCUMENTATION AND WRITING
11 Jan - 15 Feb $ 75
 For senior programmers and programmer supervisors.

ADP FOR EXECUTIVES
13 - 15 Jan $150   GS-13 & above
 Monday through Wednesday, 8:30 a.m. to 4:30 p.m.

HUMAN FACTORS IN DATA PROCESSING
11 Jan - 22 Mar $100
 Participants should have responsibility for subordinates.

STATISTICAL METHODS FOR FEDERAL EXECUTIVES
3 - 28 Mar $100   GS-13 & above
 Classes meet Mondays, Wednesdays, and Fridays 9:30 a.m. to 11:30 a.m.

·U.S. Department of Agriculture (continued)

STATISTICAL METHODS FOR RESEARCH WORKERS
11 Jan - 22 Mar $100
    Prerequisites: At least 9 semester hours of college mathematics
    and/or statistics.

COMPUTER SOLUTION OF STATISTICAL ANALYSIS PROBLEMS
15 Feb - 24 May $120
    Prerequisites: One course in college algebra, one course in basic
    statistics, and some concept of the use of electronic computers.

INTRODUCTION TO OPERATIONS RESEARCH
15 Feb - 31 May $120
    Prerequisite: Two years college mathematics and/or statistics.

ADP TRANSPORTATION APPLICATIONS
12 Apr - 21 June $120   Senior Analysts

ADP LIBRARY APPLICATIONS
11 Jan - 22 Mar $100   Librarians

FEDERAL CONTRACT NEGOTIATION INSTITUTE
18 - 22 Nov
24 - 28 Feb $130   GS-9 & above
    Classes meet Monday through Friday, 9:00 a.m. - 5:00 p.m.

SCIENCE INFORMATION AND COMMUNICATIONS
2 - 6 Dec $135 .   GS-13 & above

OTHER EXTERNAL TRAINING

    The University of Oklahoma has for several years conducted locally an
Advanced Program in Governmental Studies leading to the degree of Master
of Arts in Public Administration. They are offering this year for the first
time an Advanced Program in Economics, which will lead to the degree of
Master of Arts in Economics. The Academic Course format is intended for
adult part-time students who are unable to leave professional positions to
complete full-time campus study. The week-long seminar sessions are
conducted each trimester in the American Association of University Women
Educational Center, 1707 H. Street, N.W., Washington, D.C.

    Eligible students are admitted to full graduate standing for study in either
of the two 32-hour no-thesis degree programs. Study methods combine
attendance in six-day intensive seminar sessions, directed readings, and
research. Tuition cost is $40 per credit hour.

25X1 For further information call
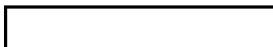
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